

# Texas Education Agency Standard Application System (SAS)

<b>2016–2018 PreK Partnership Planning Grant</b>			
<b>Program authority:</b>	The Child Care and Development Block Grant Act of 2014 (CCDBG Act) and Texas Education Code (TEC) §29.158.		<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period</b>	February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.		
<b>Application deadline:</b>	5:00 p.m. Central Time, October 25, 2016		Place date stamp here.  <div style="display: flex; flex-direction: column; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Texas Education Agency</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2016 OCT 27 PM 12:12</div> </div>
<b>Submittal Information:</b>	<b>Three</b> complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration  Texas Education Agency, 1701 North Congress Ave  Austin, TX 78701-1494 </div>		
<b>Contact information:</b>	Marnie Glaser: marnie.glaser@tea.texas.gov		
<b>Schedule #1—General Information</b>			
<b>Part 1: Applicant Information</b>			
Organization name	County-District #	Amendment #	
DeSoto ISD	057906	N/A	
Vendor ID #	ESC Region #	DUNS #	
75001316	10	006195077	
Mailing address	City	State	ZIP Code
200 E. Beltline Road	DeSoto	TX	75115-
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Dr. Gabrielle		Lemonier	Associate Superintendent
Telephone #	Email address		FAX #
(972) 223-6666	Gabrielle.Lemonier@desotoisd.org		(972) 274-8209
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Dr. David	C.	Harris	Superintendent of Schools
Telephone #	Email address		FAX #
(972) 223-6666 Ext. 218	david.harris@desotoisd.org		(972) 274-8209
<b>Part 2: Certification and Incorporation</b>			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Dr. David	C.	Harris	Superintendent of Schools
Telephone #	Email address		FAX #
(972) 223-6666 Ext. 218	david.harris@desotoisd.org		(972) 274-8209

Signature (blue ink preferred)

Date signed

October 12, 2016

*Only the legally responsible party may sign this application.*

701-16-109-002

**Schedule #1—General Information**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057906

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Letter of Partnership Intent	A signed letter of intent from both parties; Local Education Agency and a Texas Rising Star 4 provider. See page 15 of the Program Guidelines for additional information.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057906

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Districts or charter campuses will be required to initiate and implement a minimum of one contractual preK partnership with a TRS 4 provider/s within 6-18 months of receiving grant approval. If a minimum of one contractual agreement is initiated, a district or charter may also use the funding to expand SRI partnerships.
4.	Each contractual agreement for provision of preK 3 and 4 by private provider must include at least one of the following: a) District Charter b) District of Innovation c) Contract for Educational Services
5.	SRI expansion must include provision of: a) Curriculum and progress monitoring tool for prekindergarten students served in the private child care center b) Shared professional development and training for private child care center including but not limited to use of CLASS (Classroom Assessment Scoring System) and review of prekindergarten guidelines for improving teacher instruction
6.	Every grant application must include planning for at least one contractual agreement with a TRS 4 private provider and include a letter of intent signed by a TRS 4 provider to be considered for the grant.
7.	The applicant shall agree to contract with a TRS 4 provider for a minimum of 3 years given the private provider continues to maintain TRS 4 status and perform at identified levels of performance as agreed to within the contract.
8.	The applicant will use the grant funding to plan and implement a minimum of one 3 year contractual agreement with a TRS 4 private provider and, if intended, expand SRI partnerships.
9.	The applicant will use the grant funding, if intending to expand SRI, to include curriculum, professional development for private provider staff, and use of student progress monitoring in.
10.	The applicant will use the funding to implement use of the CLASS to inform instructional coaching to prekindergarten teachers.
11.	The applicant will use the funding to align or purchase curriculum for the private provider/s.
12.	The applicant will use the funding to provide early childhood professional development, that is being offered to district educators, to TRS 4 providers and other TRS 2 and TRS 3 level providers in the community.
13.	The applicant will use the funding to develop a sustainability plan for continuation and expansion of partnerships after the grant period.
14.	The applicant will use the funding to provide for a prekindergarten student progress monitoring tool within partner provider classrooms.
15.	The applicant will evaluate student outcomes with use of results from a Kindergarten Readiness assessment.
16.	The applicant will include students enrolled in 3 and 4 yr old private provider classrooms in the PEIMS data submission for the district.
17.	The applicant will implement the compliance and monitoring tool provided by Texas Education Agency a minimum of two times a year to assist with monitoring private providers for compliance and identification of effective practices.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 057906

Amendment # (for amendments only):

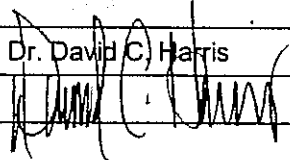
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	057906 DeSoto ISD	Dr. David C. Harris 	972-223-6666 ext 218 david.harris@desotoisd.org	\$439,891
<b>Member Districts</b>				
2.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 057906			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				<b>\$439,891</b>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 057906

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	NOT APPLICABLE	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 057906

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.		NOT APPLICABLE.	
2.			
3.			
4.			
5.			
6.			
7.			

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Demographics:** DeSoto is a small suburb located 15 miles south of Dallas. The population of **60,237** consists of **70%** African-American, **12%** Hispanic, **42%** high school graduates with no college, the unemployment rate is **8%**, over **29%** of families fall below the poverty level and approximately **6.5%** of the population is under 5 years of age. (2015 U.S. Census). Despite its proximity to the flourishing Dallas area, DeSoto suffers educationally, economically, and socially. DeSoto ISD (DISD) currently serves approximately **9,577** predominantly minority students of color of which **80%** are African American, **18%** are Hispanic, **72%** are low-income, **45%** are at-risk, **7.4%** are English Learners, and **10%** are students with disabilities (TEA-TAPR 2015-16). DISD consists of 12 campuses including 1 early childhood academy, 6 elementary schools, 3 middle schools, 1 high school and 1 alternative school. By the start of the 2016-17 school year, total student enrollment increased to **more than 10,000 youth** as a result of a recent trend in mobility into DeSoto. In fact, as a result of peaked community interest in the district's 10 engaging magnet (Health, Fine Arts, STEM, etc.) schools (School Choice) and newly funded initiatives such as iSTEAM3D Academy, there has been an influx of students into DISD schools and its PreK program. **Identified Needs:** Numerous studies prove that a keen focus on children acquiring the readiness skills in the early years can lead to profoundly better outcomes for children, families, and communities (Harvard Center on the Developing Child, 2013). With limited funding specifically for child care providers, public-private partnerships are vital in reaching the youngest learners. In order to overcome educational, economic and social barriers, DISD conducted a comprehensive needs assessment in February 2016 in response to the TEA's 2015-2017 High Quality Prekindergarten Grant Program solicitation. The assessment identified notable gaps and weaknesses, as well as strengths and opportunities, related to district, campus, and community resources pertaining to early childhood education, PreK partnerships, practices and policies, professional capacity building, and community support mechanisms that serve to link the necessary successful transitions from private PreK child care providers to public K-12 education. Despite DISD's strong emphasis on innovative magnet schools and educational programs, students continue to struggle academically. For example, DISD's elementary student (3<sup>rd</sup>-5<sup>th</sup> grades) performance on STAAR fell below regional and statewide peers in ALL testing areas. STAAR 2014-15 District Performance Results demonstrated that for Grade 3 Reading, **69%** of DISD students tested proficient compared to **77%** for Region 10 and the state. Similarly, Grade 4 Reading assessments showed that **64%** of DISD students tested proficient compared to **75%** for Region 10 and **74%** for Texas. Grade 4 Writing assessments demonstrated that **62%** of DISD students tested proficient compared to **72%** for Region 10 and **70%** for Texas. DISD's Grade 5 students also scored below peers in Science with only **55%** of students testing proficient compared to **72%** for Region 10 and the state. These noticeable results indicate that **DISD's students are not entering school with the skills necessary to succeed academically**. The needs assessment also identified a lack of formal partnerships between DISD and local Texas Rising Star (TRS) 4-Star and other child care providers that encourage the alignment of curriculum and instruction. There is also a lack of School Readiness Integration (SRI) partnerships which would support aligned professional development between DISD and local TRS providers, resulting in a lack of continuity of school readiness preparation for children who transition from PreK to Kindergarten. As a result, PreK students are not prepared to Kindergarten ready to learn. The assessment process also revealed limited implementation of TEA approved PreK compliance/student progress monitoring tools by local providers, including the Classroom Assessment Scoring System (CLASS), to inform instructional coaching and development of teachers. **Prekindergarten Collaboration:** DISD is proposing the **PreK – Partnership Resulting in Educator Preparation (PreK- Prep)** Program to develop and forge partnerships with TRS 4-Star private providers to expand access and education service delivery to prekindergarten children residing in the DeSoto area to ensure all PreK children enter Kindergarten ready to learn. With the submission of this application, DISD has already initiated contractual agreements with two TRS 4-Star child care providers with the common mindset that early education and positively transitioning students to enter kindergarten with the necessary skills to learn will foster the foundation for a brighter future. These partnerships will increase continuity of instruction, kindergarten readiness and successful transition of children from private PreK to public school settings. Currently, there are over 20 private child care facilities in DeSoto as well as multiple TRS 4-Star providers which feed into DISD elementaries from nearby areas such as Duncanville and Cedar Hill (less than 2 miles from DeSoto). DISD has engaged in full collaboration with these facilities (Learning Adventure, DeSoto Children's Academy, Nueva Vida Day Care, etc.) and are encouraging them to solicit TRS 4-Star eligibility. Within 6 to 18 months of receiving award DISD will leverage these relationships to implement a minimum of one or more contractual agreements for three or more years with TRS 4-Star provider(s), finalize any contractual agreements, and

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

expand School Readiness Integration (SRI) partnerships. As mentioned, initial partners will consist of two TRS 4-Star Providers from Duncanville: Duncanville Learning Center and Big Kidz Place. Additional partnerships will include two private child care providers in DeSoto: TRS 3-Star private child care provider, Kosmic Kids Learning Center, and Eagle Advantage Child Care Center, both which are currently applying to become approved TRS 4-Star child care providers. Ongoing outreach, professional development, technical support, training, and guidance will be provided to all previously mentioned child care providers (TRS 4-Star, 3-Star, and others) which may assist them in increasing their TRS rating.

**Proven Experience:** Since 2014, DISD, per Texas Education Code §29.153, has offered a full day PreK program for all 4-year old children in DISD's boundary, including children of employees. The PreK program takes place at the newly renovated Amber Terrace Discovery & Design Early Childhood Academy (DDECA) and serves over 359 children. DISD's experienced staff has the capacity to meet the targeted needs of their diverse student population and provides an engaging, developmentally appropriate academic experience for students. DISD follows Texas PreK Guidelines in its implementation of a child-centered curriculum framework aligned with Kindergarten Texas Essential Knowledge and Skills (TEKS). Proven effective, research-based curricula is being implemented (i.e. InvestiGator Club; Texas School Ready Initiative; Imagination Station; etc.). Art, Computer, Dance, Music, Spanish, and STEM classes are also embedded into the weekly program. One-Way and Two-Way bilingual programming and fully integrated Special-Ed/Regular-Ed classrooms are also in place to support all learners. Amber Terrace DDECA provides an **engaging program specifically designed to leverage partnerships** that improve early student academic achievement and support overall student development. **Benefits to Population:** Students will benefit from support in social and emotional development, language and communication, emergent literacy reading and writing, and mathematics and will be prepared for transition to kindergarten using a kindergarten readiness instrument. All **PreK-Prep** program activities reinforce and complement the regular academic program and will be balanced with TEA required PreK standards and guidelines. DISD will leverage assets and share resources with the intent of expanding access to high quality PreK programs. DISD is confident that forged partnerships will achieve grant critical success factors, meet and/or exceed performance measures, and successfully prepare students to transition into kindergarten on or above grade level.

**Program Design:** In response to an urgent community and educational need, DISD proposes **PreK-Prep**, an initiative strategically designed to meet PreK Partnership Planning Grant goals to help ease the transition of early learners through aligned and continuous modes of instructional delivery, exemplify kindergarten readiness, and transition successfully into a school setting able to meet state/local academic achievement standards. The goal of **PreK-Prep** is to form collaborative TRS 4-Star partnerships that provide a smooth transition for children from PreK to an engaging and stimulating kindergarten classroom experience and beyond. **Objectives** include: • Establish additional collaborative and contractual partnerships with local TRS 4-Star and other providers to coordinate all efforts, services, resources, professional development, curriculum and instruction; • Establish and expand SRI partnerships to dramatically improve early literacy, language, mathematics, social and both cognitive and non-cognitive skills, and emotional development of children; • Increase the number of child care and LEA teachers receiving effective training, coaching, mentoring, and technical support aligned to DISD's professional development program; • Increase the number of children receiving high quality PreK services through alignment to DISD's PreK curricula; and • Increase number of PreK children testing ready for Kindergarten. **Program Strategies:** DISD will hire 1 full-time Project Coordinator, 1 full-time Program Assistant, and 2 part-time Teacher Mentors. **PreK-Prep** will forge strong collaborative private to public community partnerships and cultures that support the development of kindergarten-ready children. Through established Teacher/Mentor relationships and technical support, DISD educators will work with district, TRS 4-Star, and other providers to employ best practices, increasing continuity of instruction, kindergarten readiness, and the successful transition into kindergarten. With this application, DISD has established contractual agreements with TRS 4-Star providers for a minimum of three years or more to implement proven effective school readiness components such as the high quality, developmentally appropriate, research-based curricula mentioned above. DISD staff will establish SRI partnerships with additional TRS 4-Star providers to review and implement PreK guidelines for improving instruction; implement aligned curriculum and progress monitoring tools for PreK children; and provide proven-effective training and technical support in high quality PreK instruction to private providers including CLASS. DISD staff will support TRS 4-Star providers in ongoing monitoring of student progress utilizing tools such as the Texas School Readiness Assessment and CIRCLE Progress Monitoring System and will provide technical support in implementing TEA compliance tools to identify effective practices.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Program authority: The Child Care and Development Block Grant Act of 2014 (CCDBG) and Texas Education Code (TEC) §29.158

Grant period: February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.

Fund code/shared services arrangement code: 203/292

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Pre- Award Cost
Schedule #7	Payroll Costs (6100)	6100	\$211,800	\$0	\$211,800	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$14,500	\$14,000	\$28,500	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$167,771	\$0	\$167,771	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$23,825	\$0	\$23,825	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$0
Total direct costs:			\$417,896	\$14,000	\$431,896	\$0
4.184% indirect costs (see note):			N/A	\$7,995	\$7,995	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$329,725</b>	<b>\$21,995</b>	<b>\$439,891</b>	<b>\$0</b>

**Shared Services Arrangement**

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0	\$0
------	--	-----	-----	-----	-----

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$439,891
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$21,995

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
<b>Academic/Instructional</b>					
1	Teacher - Mentor		2	\$14,000	\$0
2	Educational aide			\$	\$
3	Tutor			\$	\$
<b>Program Management and Administration</b>					
4	Project director			\$	\$
5	Project coordinator	1		\$65,000	\$0
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant	1		\$35,000	\$0
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
<b>Auxillary</b>					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
<b>Other Employee Positions</b>					
15	Title			\$	\$
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$114,000	\$0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
19	6112	Substitute pay		\$0	\$0
20	6119	Professional staff extra-duty pay - Pre-K Curriculum and Pedagogy Training @ \$110 x 15 days x 30 teachers = \$49,500; - Professional Development - CLASS (Classroom Assessment Scoring System) @ \$110 x 6 days x 30 teachers = \$19,800		\$69,300	\$0
21	6121	Support staff extra-duty pay		\$0	\$0
22	6140	Employee benefits		\$28,500	\$0
23	Subtotal substitute, extra-duty, benefits costs			\$97,800	\$0
24	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$211,800</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 057906		Amendment # (for amendments only):	
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	Specify purpose:		
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>	<b>\$0</b>
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
1	External Evaluator - The evaluator will implement an evaluation design that will serve both formative and summative evaluation purposes.	\$14,000	\$0
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$14,000</b>	<b>\$0</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$14,500</b>	<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$28,500</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #9—Supplies and Materials (6300)</b>			
County-District Number or Vendor ID: 057906		Amendment number (for amendments only):	
<b>Supplies and Materials Requiring Specific Approval</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
6300	Total supplies and materials that do not require specific approval:	\$167,771	\$0
<b>Grand total:</b>		<b>\$167,771</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 057906		Amendment number (for amendments only):	
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$23,825	\$0
<b>Grand total:</b>		<b>\$23,825</b>	<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

#### For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 057906				Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX—Computing Devices, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29				\$	\$
<b>Grand total:</b>				<b>\$0</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:



<b>Schedule #12—Demographics and Participants to Be Served with Grant Funds</b>					
County-district number or vendor ID: 057906			Amendment # (for amendments only):		
<b>Part 1: Student Demographics.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
<b>Total district enrollment:</b>					
Category	Number	Percentage	Category	Percentage	
African American	250	70%	Attendance rate	96.59%	
Hispanic	92	25.8%	Annual dropout rate (Gr 9-12)	DNA	
White	6	1.7%	Students taking the ACT and/or SAT	DNA	
Asian	1	0.3%	Average SAT score (number value, not a percentage)	DNA	
Economically disadvantaged	359	100%	Average ACT score (number value, not a percentage)	DNA	
Limited English proficient (LEP)	359	18			
Disciplinary placements	DNA	DNA			
<b>Comments</b>					
<b>Part 2: Teacher Demographics.</b> Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	15	51.7%	No degree	0	0 %
Hispanic	6	20.7%	Bachelor's degree	22	75.9 %
White	14	48.3%	Master's degree	6	20.70%
Asian	0	0%	Doctorate	1	3.4 %
1-5 years exp.	11	37.9%	Avg. salary, 1-5 years exp.	\$51,555	N/A
6-10 years exp.	7	24.1%	Avg. salary, 6-10 years exp.	\$53,557	N/A
11-20 years exp.	6	20.7%	Avg. salary, 11-20 years exp.	\$55,200	N/A
Over 20 years exp.	1	3.4%	Avg. salary, over 20 years exp.	\$63,311	N/A

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 057906

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	359														359
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit	264														264
<b>TOTAL:</b>	623														623

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	22														22
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit	16														16
<b>TOTAL:</b>	38														38

**Part 5: Campuses to Be Served with Grant Funds**

Campus Name	Campus #	Selection Criteria
Amber Terrace Discovery and Design Early Childhood Academy (D.D.E.C.A.)	057906110	Registration is for eligible students as defined by the Texas Legislature. A child is eligible for FREE, public PreK if the child is age 4 on or before Sept. 1 AND at least one of the following: Family qualifies for free or reduced meal program; Is unable to speak or comprehend English; Is a homeless child; Is the child of an active-duty member of the armed forces or child of an active duty member of the armed forces injured or killed in the line of duty; Has been or is in the conservatorship of the state. If a child does not meet criteria, then he/she can apply for tuition based. Student must be 4 years on or before Sept 1, 2016, live within DeSoto ISD boundary, or child of employee.

**For TEA Use Only**

Changes on this page have been confirmed with:  Via telephone/fax/email (circle as appropriate)	On this date:  By TEA staff person:
---	---

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 057906

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Demographics:** DeSoto is a small suburb located 15 miles south of Dallas. The population of **60,237** consists of **70%** African-American, **12%** Hispanic, **42%** high school graduates with no college, the unemployment rate is **8%**, over **29%** of families fall below the poverty level and approximately **6.5%** of the population is under 5 years of age. (2015 U.S. Census). Despite its proximity to the flourishing Dallas area, DeSoto suffers educationally, economically, and socially. DeSoto ISD (DISD) currently serves approximately **9,577** predominantly minority students of color of which **80%** are African American, **18%** are Hispanic, **72%** are low-income, **45%** are at-risk, **7.4%** are English Learners, and **10%** are students with disabilities (TEA TAPR 2015-16). DISD consists of 12 campuses including 1 early childhood academy, 6 elementary schools, 3 middle schools, 1 high school and 1 alternative school. By the start of the 2016-17 school year, total student enrollment increased to **more than 10,000 students** as a result of a recent trend in mobility into DeSoto. In fact, as a result of peaked community interest in the district's 10 engaging magnet (Health, Fine Arts, STEM, etc.) schools (School Choice) and newly funded initiatives such as GEAR UP and iSTEAM3D Academy, there has been an influx of students into DISD schools and its Pre-K program. **Local Early Childhood and PreK Centers:** Twenty-two (22) teachers provide educational instruction to 359 PreK four-year old children at DISD's Amber Terrace Discovery and Design Early Childhood Academy (D.D.E.C.A.) including **70%** African American, **26%** Hispanic, and **100%** low-income students. There are over 20 private child care facilities (Learning Adventure, DeSoto Children's Academy, etc.) in DeSoto and multiple TRS 4-Star candidates (Duncanville Learning Center, Big Kidz Place, etc.) exist in nearby surrounding areas such as Duncanville and Cedar Hill, located less than 2 miles from DeSoto and which feed into DISD.

**Needs Assessment Process:** In February 2016, DISD conducted a comprehensive community and district needs assessment in response to TEA's 2015-2017 High Quality Prekindergarten Grant Program. The assessment's purpose was to identify the: specific needs of children, families, and community; gaps and weakness in services at district, campus, and community levels; campus/district strengths, areas of concern; and to prioritize PreK education needs. The process was led by an Early Childhood Advisory Council (ECAC) consisting of key district leaders, PreK educators, child care providers, community members, and stakeholders. The assessment identified notable gaps and weaknesses related to district, campus, and community resources and student support mechanisms that led to the design of the proposed **PreK-Prep Program**. **Data Sources:** Multiple objective data sources were consulted including PEIMS data, Texas School Ready Initiative/Children's Learning Institute progress monitoring data, Kindergarten Readiness assessment data, Texas Academic Performance Reports, district/campus improvement plans, school performance reports, US Census data, and stakeholder surveys. **Identified Needs:** The assessment process identified several areas of growth as well as areas of challenge. Despite DISD's strong emphasis on innovative magnet schools and educational programs, students continue to struggle academically. For example, DISD's elementary student (3<sup>rd</sup> – 5<sup>th</sup> grades) performance on STAAR **fell below their regional and statewide peers in ALL testing areas**. STAAR 2014-15 District Performance Results demonstrated that for Grade 3 Reading, **69%** of DISD students tested proficient compared to **77%** for Region 10 and the state. Similarly, Grade 4 Reading assessments showed that **64%** of DISD students tested proficient compared to **75%** for Region 10 and **74%** for Texas. Grade 4 Writing assessments demonstrated that **62%** of DISD students tested proficient compared to **72%** for Region 10 and **70%** for Texas. DISD's Grade 5 students also scored below their peers in Science with only **55%** of students testing proficient compared to **72%** for Region 10 and the state. These noticeable results indicate that **DISD's students are not entering elementary school with the skills necessary to succeed academically**. The assessment also identified a lack of formal partnerships between DISD and local TRS 4-Star and other child care providers to encourage the alignment of curriculum and instruction. There is also a lack of School Readiness Integration partnerships which would support aligned professional development between DISD and local TRS providers, resulting in no continuity of school readiness preparation for children as they transition from Pre-K to Kindergarten. As such, PreK students are not prepared to be Kindergarten ready to learn. The assessment also revealed limited implementation of TEA approved PreK compliance/student progress monitoring tools by local providers, including the Classroom Assessment Scoring System, to inform instructional coaching for teachers. **Prioritization of Needs:** DISD's Leadership Team and ECAC assessed areas of strength and challenge as they related to district/campus resources, instruction, capacity building, professional development, and support mechanisms. Needs were prioritized based upon DISD's most pressing needs related to kindergarten readiness and student achievement.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 057906

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	There is a lack of collaborative partnerships between DeSoto ISD (DISD) with TRS 4-Star and other early child care providers feeding into DeSoto ISD schools.	DISD will promote, outreach and formalize a system to implement contractual relationships and to expand new partnerships with local TRS 4-Star and other child care providers. Within 6 to 18 months of receiving grant approval, DISD will confirm a minimum of one or more new contractual PreK partnerships for three or more years with additional TRS 4-Star provider(s) and finalize any contractual requirements. DISD will also expand SRI Partnerships to TRS 4-STAR and other providers.
2.	There is a lack of alignment of DISD's high quality PreK curriculum and kindergarten readiness instruction with local TRS 4-Star and other child care providers. Additionally, there is no continuity in kindergarten readiness preparation for children as they transition from PreK to Kindergarten. As a result, DISD students are performing well below their regional and state peers in all areas of elementary student performance.	DISD will formalize a system for sharing and aligning the District's high quality PreK curriculum and kindergarten readiness instruction with local TRS and other child care providers. DISD <b>PreK-Prep</b> Teachers will collaborate with TRS 4-Star and other child care providers to share PreK curriculum and provide technical assistance and support in effective instructional techniques and strategies for younger learners which support children's preparation as they transition from PreK to Kindergarten.
3.	There is a lack of School Readiness Integration (SRI) partnerships which support aligned professional development in PreK instruction for district educators and local TRS providers. There are also limited capacity building, professional development, and coaching and peer-mentoring opportunities between DISD educators and local TRS 4-Star PreK and other child care providers.	DISD will formalize a system to implement and expand SRI partnerships. SRI implementation/expansion will include the provision of curriculum and progress monitoring tools for PreK students served in private child care centers. <b>PreK-Prep</b> Teachers will also provide district and local child care providers (TRS 4-Star, 3-Star, and others) with ongoing training and professional development to increase PreK pedagogical instructional strategies including the use of the Classroom Assessment Scoring System (CLASS) as well as to assist them in increasing their TRS rating. DISD will also formalize a comprehensive coaching/ mentoring component to ensure the district's PreK educators are linked to an experienced and successful educator (Teacher Mentor) who will guide and support them in the implementation of high quality PreK instruction.
4.	There is currently a lack of leveraged and shared resources between DISD and TRS providers including professional development, facilities, and educational and instructional resources.	In cooperation with TRS providers, DISD will formalize a system to identify, share, and leverage resources. <b>PreK-Prep</b> Teachers will work with local providers to share educational and instructional resources, high quality curricula, PreK pedagogical strategies, monitoring tools, etc., with local providers. DISD and partners will develop a strategy for leveraging facility and classroom space.
5.	There is currently limited implementation of TEA approved PreK compliance and student progress monitoring tools by local child care providers as well as limited provider utilization of CLASS (Classroom Assessment Scoring System) to effectively inform instructional coaching for PreK teachers.	DeSoto <b>PreK-Prep</b> Teachers will provide technical support and guidance to private TRS and other child care providers in the effective utilization of PreK compliance and student monitoring tools. <b>PreK-Prep</b> Teachers will also guide and train local providers in the effective implementation and use of CLASS as a tool to inform instructional coaching.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 057906

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Program Coordinator	Qualifications: Master's in related field, Texas teaching certificate, and 5 years of: teaching experience in public school education (preferably elementary or PreK setting), program and fiscal management, staff/teacher supervision, and professional development in school setting.
2.	Teacher Mentors	Qualifications: Must possess a Master's Degree in Teacher Education or a Master of Education in PreK, early childhood, or elementary school areas, Texas Teaching Certificate, and a minimum of 5 years of teaching experience. Prefer experience in PreK setting and providing peer mentoring.
3.	Program Assistant	Qualifications: Must possess a high school diploma or Associate's degree preferred and 2 years of experience in educational setting supporting administrators with general office duties providing technical support to staff.
4.	External Evaluator	Qualifications: Must possess 15 years of successful experience in evaluating federal and state programs, broad knowledge of scientifically-based evaluation methodologies, implementation, and reporting; highly educated (Doctorate, etc.), experienced, trained in education program evaluation.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Establish collaborative partnerships with local TRS 4-Star and other providers	1. Implement current contracts with TRS 4-Star providers	02/01/2017	06/30/2018
		2. Conduct outreach to additional TRS 4-Star provider(s)	02/01/2017	04/30/2017
		3. Initiate contracts with additional TRS 4-Star provider(s)	04/01/2017	06/30/2017
		4. Finalize PreK contracts for three years or more and expand opportunities for other TRS 4-Star provider(s)	07/01/2017	08/31/2017
		5. Implement new PreK contracts with TRS 4 providers	09/01/2017	06/30/2018
2.	Establish School Readiness Integration (SRI) partnerships	1. Establish SRI partnerships with high quality providers	02/01/2017	04/30/2017
		2. Review PreK for improving guidelines instruction	02/01/2017	02/28/2017
		3. Share professional development with private provider	03/01/2017	03/31/2017
		4. Implement SRI expansion curricula to private provider	04/01/2017	06/30/2018
		5. Implement student monitoring tools to private provider	04/01/2017	06/30/2018
3.	Increase # of child care and LEA teachers receiving training, coaching, and mentoring	1. District/partners align professional development	03/01/2017	04/30/2017
		2. Implement early childhood professional development	05/01/2017	06/30/2018
		3. DISD Teacher Mentors selected, trained, coaching	03/01/2017	06/30/2018
		4. Implement CLASS to inform instructional coaching	05/01/2017	06/30/2018
		5. Progress in PreK instruction and practices observed	09/01/2017	06/30/2018
4.	Increase # of youth receiving high quality PreK services aligned to DISD	1. District/partners align high quality PreK curriculum	03/01/2017	04/30/2017
		2. Align activities with Texas Prekindergarten Guidelines	03/01/2017	04/30/2017
		3. Teachers trained in high quality PreK instruction	05/01/2017	06/30/2017
		4. Partners implement high quality PreK curriculum	07/01/2017	03/01/2018
		5. Implement TEA compliance/monitoring tool biannually	10/01/2017	03/01/2018
5.	Increase # of PreK youth testing ready for Kindergarten	1. Student kindergarten readiness model finalized	02/01/2017	04/30/2017
		2. Teachers trained in high quality PreK instruction	05/01/2017	06/30/2017
		3. Students engage in high quality PreK instruction	07/01/2017	03/01/2018
		4. Evaluate and assess childrens school readiness	12/15/2017	05/30/2018
		5. Participating students' Kindergarten Readiness increases 10% per year	12/15/2017	05/30/2018

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 057906

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Process and procedures for monitoring goals and objectives.** DeSoto ISD (DISD) is committed to utilizing performance feedback for continuous improvement and will work with the **PreK-Prep Program** to implement processes and procedures that incorporate all essential control functions, oversight, and elements to ensure efficient and effective program implementation. To ensure continuous improvement attainment of goals, objectives, and program compliance, the following areas will be monitored internally: planning and implementation activities of PreK partnerships between DISD and TRS 4-Star providers (and others); professional development activities and performance evaluation; planning and/or implementation of high quality PreK curriculum and progress monitoring, including allocation and expenses of budget in comparison towards progress of proposed objectives for assessing cost efficiencies. Internal monitoring activities will be shared as required by TEA. An external evaluator will also gather qualitative/ quantitative information from administrators, educators, parents, students, and program staff to prepare comprehensive quarterly and annual reports that address the progress accomplished towards each objective. To further support continuous program improvement, the Project Coordinator will meet with the program team weekly to assess progress and challenges and solicit feedback, ideas, and input into program operation and evaluation; assess administrator, staff, parent, and community partners' satisfaction quarterly through personal interviews, anonymous surveys, and focus groups; monitor performance of PreK teachers quarterly to assess capacity building effectiveness on services; and continuously review evaluation data in relation to achieving proposed outcomes. **Program Adjustments.** In the event issues, or barriers are identified that hinder program success or compliance, this information will be shared between district staff and partnering providers including the Associate Superintendent, Principals, Project Coordinator, and district and private educators and an action plan will be developed immediately to address issues. Changes will be documented and communicated to all stakeholders through emails, memos, and/or announcements at staff meetings, PTA meetings, and school events.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Coordinating similar efforts, building sustainability.** Sustainability will be an ongoing focus of DISD. The **PreK-Prep Program** will be housed at the district office under Dr. Lemonier, Associate Superintendent in the PreK/Early Childhood Programs Division. Through this division the **PreK-Prep Program** will have access to a variety of resources and student programs to maximize all resources. For example, DISD recently received funding for the TEA 2015-17 High Quality Prekindergarten Grant Program. Funding supports standards related to curriculum, teacher qualifications, academic performance, family engagement, and PreK program quality improvement. To ensure effective use of resources, the **PreK-Prep Program** will share resources (as allowable), coordinating efforts to limit duplication of services to maximize grant fund effectiveness. All resources will supplement, not supplant current resources. DISD will work with partnering TRS 4-Star providers to leverage resources such as professional development opportunities, coaching/peer-mentoring, facilities, and instructional resources. **Ensuring partner commitment.** DISD will contract with at least one or more TRS 4-Star providers for three or more years given the private provider continues to maintain TRS 4-Star status. To further leverage resources and build sustainability, DISD has enlisted the support of several community child care partners in the delivery of programming including: Duncanville Learning Center, Big Kidz Place, DeSoto Children's Academy, Dixieland Child Care Center, Nueva Vida Day Care, etc. These TRS 4-Star, TRS 3-Star and other private providers have been recruited for their resources, expertise, knowledge, and commitment to delivering high quality early childhood and PreK programs. Each partner will have a unique role in supporting and delivering academic and professional strategies for the **PreK-Prep Program**. These providers have been encouraged and asked by DISD to apply for TRS 4-STAR provider status to build a pool of highly qualified child care providers serving the DeSoto area. Providers have also been asked to sustain services and provide support throughout the grant period and beyond. Commitment will also be solidified by providing district and partnering PreK teachers and educators with access to high quality professional development opportunities, coaching, mentoring, and resources that enhance their instructional skills, improve teacher effectiveness, and support career growth. DISD will also apply for federal, state, and private grants to sustain activities.

#### Schedule #15—Project Evaluation

County-district number or vendor ID: 057906

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Formative Evaluation	1.	Number of contractual partnerships initiated with TRS 4-Star providers
		2.	Number of SRI partnerships established and expanded
		3.	Quarterly and cumulative number of child care and LEA teachers receiving professional development in effective PreK techniques and strategies
2.	Formative Evaluation (continued)	1.	Number of teachers and caregivers receiving technical assistance and guidance such as coaching, mentoring, or consultation during the contract
		2.	Topics of professional development sessions and number of hours engaged
		3.	Number of child care partners implementing curricula aligned with DeSoto ISD's high quality PreK curricula
3.	Formative Evaluation (continued)	1.	Number of child care partners monitoring classroom and student progress using TEA approved tools (CLASS, TX School Readiness Assessment, etc.)
		2.	Number of partners demonstrating progress in PreK instructional practices
		3.	Total number of children engaged in high quality prekindergarten services through established partnerships
4.	Formative Evaluation (continued)	1.	Number of children testing ready on Kindergarten Readiness Assessments
		2.	Number of children successfully transitioning from PreK to Kindergarten
		3.	Number of providers receiving positive results on TEA compliance monitoring
5.	Summative Evaluation	1.	Teacher classroom performance through multiple classroom observations
		2.	Number of District and partner teachers and child care providers receiving high quality professional development, training, and coaching/mentoring
		3.	Kindergarten readiness achievement growth of all student participants

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery

#### For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:



to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Processes for Collecting Data:** A variety of methods will be used to gather both qualitative and quantitative data for the formative and summative evaluation. Data will be collected through: • records of contractual partnerships with TRS 4-Star providers; • records and logs of established and expanded School Readiness Integration (SRI) partnerships; • logs, records, and sign in sheets of collaborative professional development, in-person training, technical assistance provided, mentoring/coaching sessions, and number of participants served; • classroom teacher observation rubric; • professional development rating survey; • pre-and-post self-reporting teacher and staff surveys (Likert scale) to determine teacher competency and frequency use of model lessons; • parent and staff surveys to determine pre and post utilization of curriculum and strategies developed; • use of TEA approved PreK monitoring and compliance tool; • student enrollment and attendance records; • cost efficiencies to determine cost related to outcomes; and • student achievement and kindergarten readiness results for prekindergarten students. To assess ongoing progress towards performance indicators, the external evaluator will evaluate data weekly, monthly and/or quarterly and provide progress reports. A comprehensive summary of year-end progress of qualitative and quantitative data on performance indicators will be conducted. At the close of the project, a comprehensive review and analysis of each performance indicator will be completed. DISD will comply with all reporting and evaluation requirements established by TEA and the State Center for Early Childhood Development. **Identification and Correction of Problems:** As part of Performance Quality Improvement efforts, the external evaluator, Project Coordinator, DISD's Leadership Team, Early Childhood Advisory Council, educators, program staff, and partners will meet quarterly to review program and student level data as well as discuss progress, challenges, and lessons learned. If program issues are identified or progress towards performance measures are not being met, a formal improvement plan will be implemented using educator and provider feedback and recommendations including evaluation (qualitative and quantitative) data to immediately correct deficiencies.

#### Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057906

Amendment number (for amendments only):

#### No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:



B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057906

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gang-Related Activities</b>				
<b>#</b>	<b>Strategies for Gang-Related Activities</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057906

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057906

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 057906		Amendment number (for amendments only):		
<b>Barrier: Inaccessible Physical Structures</b>				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Absenteeism/Tuancy</b>				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057906

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057906

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:



October 17, 2016

DeSoto Independent School District  
Attn: Dr. David C. Harris, Superintendent  
200 E. Belt Line Road  
DeSoto, Texas 75115

Dear Dr. Harris,

Thank you for your interest in partnering with the Kosmic Kids Learning Center in DeSoto ISD's 2016-2018 Pre-K Partnership Planning Grant Application to the Texas Education Agency. Kosmic Kids Learning Center, a Texas Rising Star Provider, works to maintain the standards set by the State of Texas and employ teachers with the ability to provide high quality child care services as recognized by the Texas Department of Human Service.

Kosmic Kids Learning Center child care licensing information includes the following:

Child Care License Number: 845307

Number of Three and Four Year Olds Licensed to Serve: 206

Number of Eligible Three and Four Year Olds Currently Served: 31

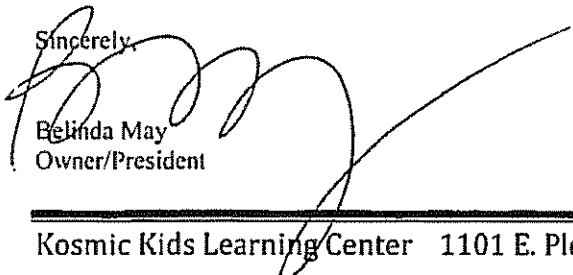
Through this letter of Partnership Intent, Kosmic Kids Learning Center commits to working in partnership with DeSoto ISD to implement grant related activities such as: High-quality curriculum; Commissioner-approved progress monitoring tool; Activities aligned with the Prekindergarten Guidelines (2015); Shared professional development and teacher training; Personnel or staff support of partnership programs; Classroom Assessment Scoring System (CLASS), etc. Kosmic Kids Learning Center agrees to offer full-day, full-year child care services in collaboration with DeSoto ISD to meet the needs of low-income families to increase the number of children entering Kindergarten ready to learn.

Kosmic Kids Learning Center in collaboration with DeSoto ISD agrees to collect and report on the following mandatory performance measures:

1. Quarterly and cumulative number of child care and LEA teachers receiving professional development activities
2. Number of teachers and caregivers who received technical assistance such as coaching, mentoring, or consultation during the contract
3. Total number of children receiving prekindergarten services through the partnerships.
4. Total number of contractual partnerships with listing of TRS 4 providers by name
5. Total number of SRI models, if implementing
6. Kindergarten readiness results for prekindergarten students enrolled in private provider settings and determination of whether the results are similar, above or below results for prekindergarten students from the district or charter prekindergarten
7. Results from monitoring and compliance tool provided by Texas Education A

Kosmic Kids Learning Center looks forward to working in partnership with DeSoto ISD to meet and exceed all grant-related performance measures and prepare local three and four year-old children to be Kindergarten ready through expanded access to high quality pre-kindergarten programs.

Sincerely,

  
Belinda May  
Owner/President





October 20, 2016

To Whom It May Concern

I am pleased to hear that the Desoto Independent School District would like the opportunity to work together with Kosmic Kids Learning Center. They are located in the Desoto area at 1101 E. Pleasant Run Road, Desoto, Texas 75115.

Kosmic Kids LC is participating in our Texas Rising Star program and is currently certified as a 3 star provider. I have been providing mentoring to the program for the past 2 years, and am currently working with them on meeting criteria to be certified at the 4 star level. They have been making improvements and meeting the goals we have outlined together in an action plan. I expect the center will be ready for a new assessment within the next 2 months, and will continue to make progress towards their goals.

If you need any additional information, please feel free to contact me at 972-522-9984 or [hwharton@ccgroup.org](mailto:hwharton@ccgroup.org).

Sincerely,



Hope Wharton  
Early Childhood Mentor

1420 W. Mockingbird Lane, Suite 300, Dallas, TX 75247  
tel | 682.218.8227 | fax | 214.905.2471 | email | [hwharton@ccgroup.org](mailto:hwharton@ccgroup.org)  
[ChildCareGroup.org](http://ChildCareGroup.org) | [GoToChildCare.org](http://GoToChildCare.org)

# DUNCANVILLE LEARNING CENTER, INC.

624 N. Main Street  
Duncanville, Texas 75116  
972.780.2898

Date: 10/17/2016

DeSoto Independent School District  
Attn: Dr. David C. Harris, Superintendent  
200 E. Belt Line Road  
DeSoto, Texas 75115

Dear Dr. Harris,

Thank you for your interest in partnering with the Duncanville Learning Center in DeSoto ISD's 2016-2018 Pre-K Partnership Planning Grant Application to the Texas Education Agency. Duncanville Learning Center Learning Center, a Texas Rising Star Provider, works to maintain the standards set by the State of Texas and employ teachers with the ability to provide high quality child care services as recognized by the Texas Department of Human Service.

Duncanville Learning Center child care licensing information includes the following:

Child Care License Number: 510545  
Number of Three and Four Year Olds Licensed to Serve: 15  
Number of Eligible Three and Four Year Olds Currently Served: 12

Through this letter of Partnership Intent, Duncanville Learning Center commits to working in partnership with DeSoto ISD to implement grant related activities such as: High-quality curriculum; Commissioner-approved progress monitoring tool; Activities aligned with the Prekindergarten Guidelines (2015); Shared professional development and teacher training; Personnel or staff support of partnership programs; Classroom Assessment Scoring System (CLASS), etc. Duncanville Learning Center agrees to offer full-day, full-year child care services in collaboration with DeSoto ISD to meet the needs of low-income families to increase the number of children entering Kindergarten ready to learn.

Duncanville Learning Center in collaboration with DeSoto ISD agrees to collect and report on the following mandatory performance measures:

1. Quarterly and cumulative number of child care and LEA teachers receiving professional development activities
2. Number of teachers and caregivers who received technical assistance such as coaching, mentoring, or consultation during the contract
3. Total number of children receiving prekindergarten services through the partnerships.
4. Total number of contractual partnerships with listing of TRS 4 providers by name
5. Total number of SRI models, if implementing
6. Kindergarten readiness results for prekindergarten students enrolled in private provider settings and determination of whether the results are similar, above or below results for prekindergarten students from the district or charter prekindergarten
7. Results from monitoring and compliance tool provided by Texas Education A

Duncanville Learning Center looks forward to working in partnership with DeSoto ISD to meet and exceed all grant-related performance measures and prepare local three and four year-old children to be Kindergarten ready through expanded access to high quality pre-kindergarten programs.

Sincerely,

Name  
Title

*Charles Ette Williams, Ed. D.*  
*CEO*